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ABSTRACT

This first in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers aid in learning how to keep up to date and in developing the attitudes and habits which will serve to keep them up to date in their careers as educators. The terminal objective for the module is to keep up to date professionally while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a personal inventory of professional development, self-check quizzes with model answers, a performance checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional development are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153076

MODULE

I-1

Keep Up to Date Professionally

MODULE I-1 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 015 974

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

It has often been said that there are two types of teachers: one type has had twenty years of teaching experience; the other type has had one year's teaching experience twenty times. Upon entering the real school situation, a teacher is armed with a certain amount of knowledge and expertise. However, by no means is the teacher a finished product, nor should he or she ever be considered as such. Teaching is one of the most challenging careers there is because knowledge and technology are in a constant state of change. The teacher who strives for professionalism also strives to keep abreast of new happenings in order to make classroom and laboratory learning experiences relevant to the student.

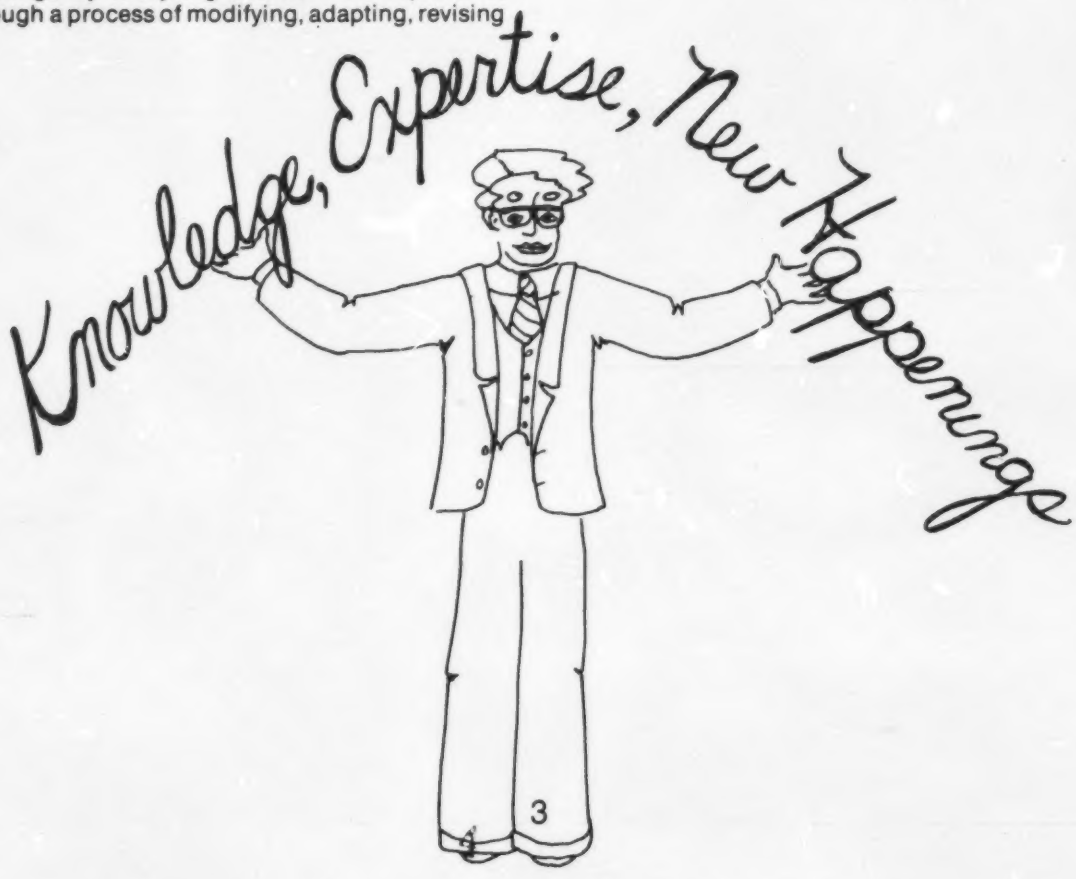
Keeping up to date is not an easy task for the busy teacher. It requires a conscientious and continual effort to keep informed about new and innovative educational concepts that relate to the area of instruction. It should be remembered that keeping up to date is not a one-time event during which all of the old is discarded in preference to all of the new. It should be a **continuous** and gradual process.

The teacher should slowly incorporate new learnings by analyzing the new concepts and, through a process of modifying, adapting, revising or combining, embody them with previous knowledge and skills. In other words, one should be concerned with the present, yet be mindful of what is valuable from the past.

Growing professionally can be achieved by joining professional organizations, interacting with other educators, visiting businesses and industries, attending professional meetings, and enrolling in advanced study. Certainly, these activities contribute to keeping a teacher up to date, but their real value can only be realized when the teacher—

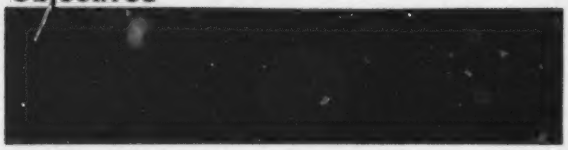
- utilizes these sources
- continually strives to learn
- evaluates the new learnings in relation to current theories and practices
- implements new knowledge and skills in the classroom and laboratory

This module is designed to aid you in learning how to keep up to date and in developing the attitudes and habits which will serve to keep you up to date in your career as an educator. Professional growth and development doesn't just happen—it is made to happen.



ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current position in terms of, keeping up to date in your profession (*Learning Experience I*).
2. After identifying available resources, use these resources to help you keep up to date in your profession and in your occupational specialty (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

1–3 peers with whom you can discuss and/or brainstorm ways and means of keeping up to date.

Learning Experience II

Required

A resource person to assess your competency in keeping up to date in your profession and in your occupational specialty.

Persons with whom you can visit to obtain information—one from your professional area and one from your occupational area.

Reading materials from your professional and occupational areas—1 book, 3 journals.

Facilities that you can visit to obtain information—a school and a business or industry.

Media presentations as sources for information—a television and a radio program.

Activities that you can attend to gain information—a local professional organization meeting and a demonstration, workshop, conference, lecture, or training session.

Learning Experience III

Required

An actual school situation in which you can keep up to date professionally.

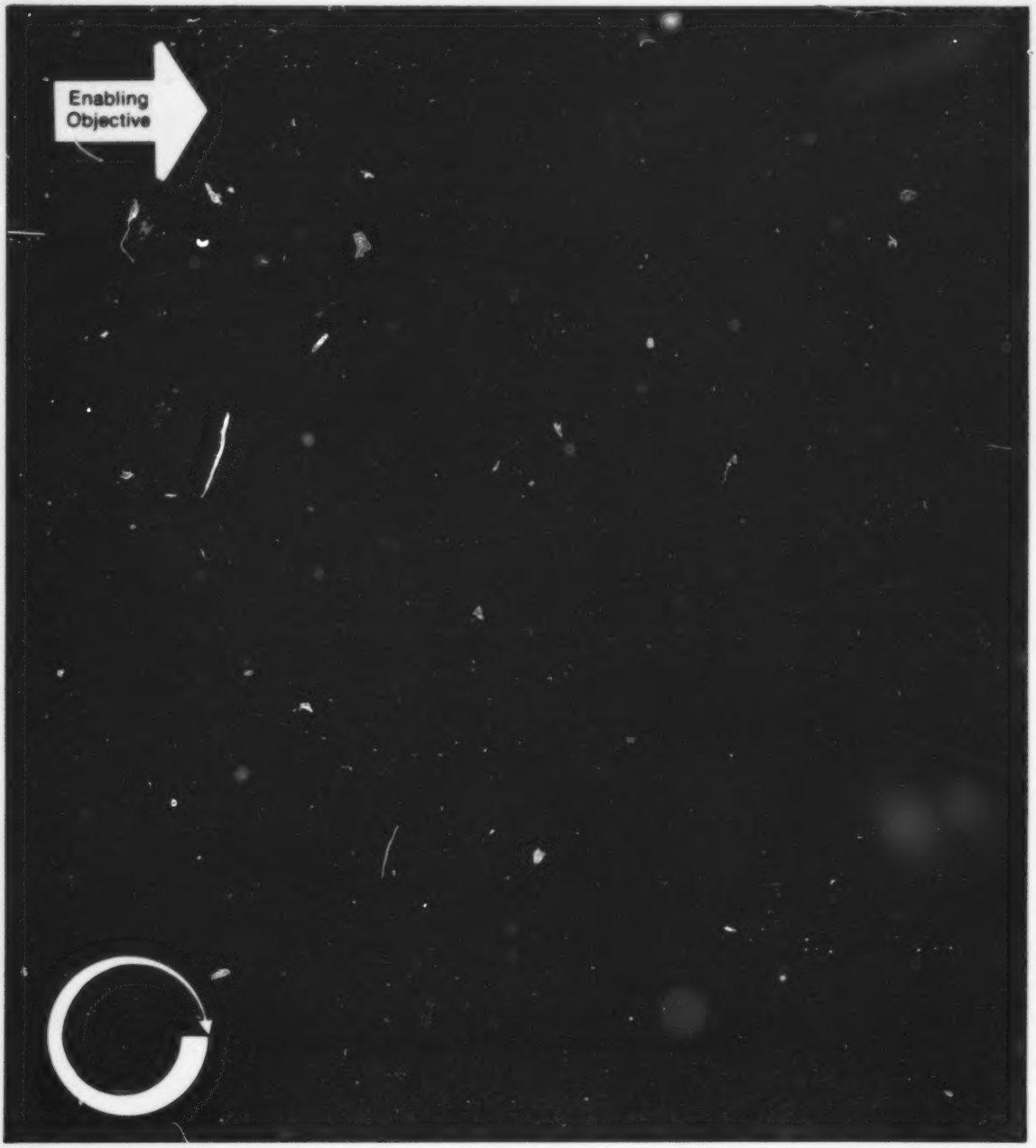
A resource person to assess your competency in keeping up to date professionally.

This module covers performance element numbers 299, 304, 313, 319 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

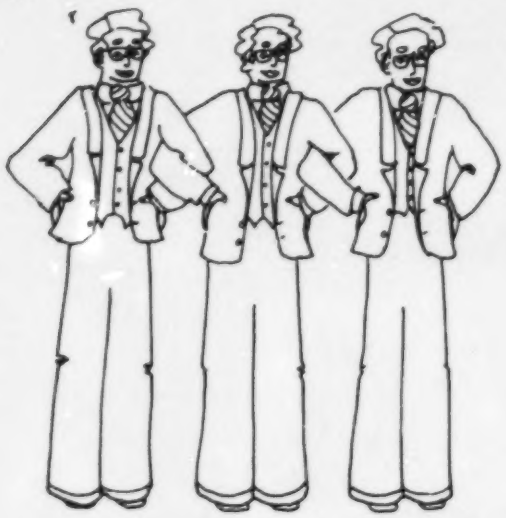


Activity

For information on the techniques of, and methods involved in, keeping up to date in your profession and in your occupational specialty, read the following information sheet:

KEEPING UP TO DATE IN YOUR PROFESSION AND IN YOUR OCCUPATIONAL SPECIALTY

For the purposes of "keeping up to date," you need to conceive of yourself not as one person, but as three:



1. You are an **educator** and, as such, you need to have knowledge of the principles, techniques, and methods of teaching and learning. You need to be competent in areas such as curriculum development, evaluation, educational philosophy, audiovisual aids, methods and materials, educational technology, planning, and research findings.
2. You are an **expert** in a particular **subject matter area**—your occupational specialty. You need to have knowledge of the current technology, standard practices, current philosophy, and current research in that area.
3. You are an **individual** who **interacts** with other individuals (e.g., students, fellow teachers, administrators, community members, parents, businesspersons). You need to be able to establish rapport with these people; thus, you need knowledge of concepts associated with such things as group dynamics, guidance and counseling, and problem-solving.

In other words, you need to know: (1) how to teach; (2) what to teach; and (3) how to work effectively with others. As an educator, you need to keep up to date in all three areas.

It is possible to go through the motions of keeping up to date using a variety of methods without, in fact, ever changing as a person or a teacher. This is not the goal of keeping up to date. It should be a continuous process, and its goal should be to make you a more effective teacher as measured by **student** learning or growth.

If you only read about new methods and procedures, but never use them in the classroom, then you are not keeping up to date. Technology needs to be used. Teaching techniques need to be implemented. When you learn of an emerging trend in education, or in your occupation, you need to study it, experiment with it, discuss it, and evaluate it. If it has value, you need to relate or adapt it to your classroom or laboratory practice. Then, you are keeping up to date.

Membership in Professional Organizations

Belonging to a professional organization provides a teacher with numerous opportunities to keep up to date. There are organizations at the local, state, regional, and national levels. There are educational, vocational educational, educational service area, and occupational organizations. These organizations use your dues to hire staff who, in turn—

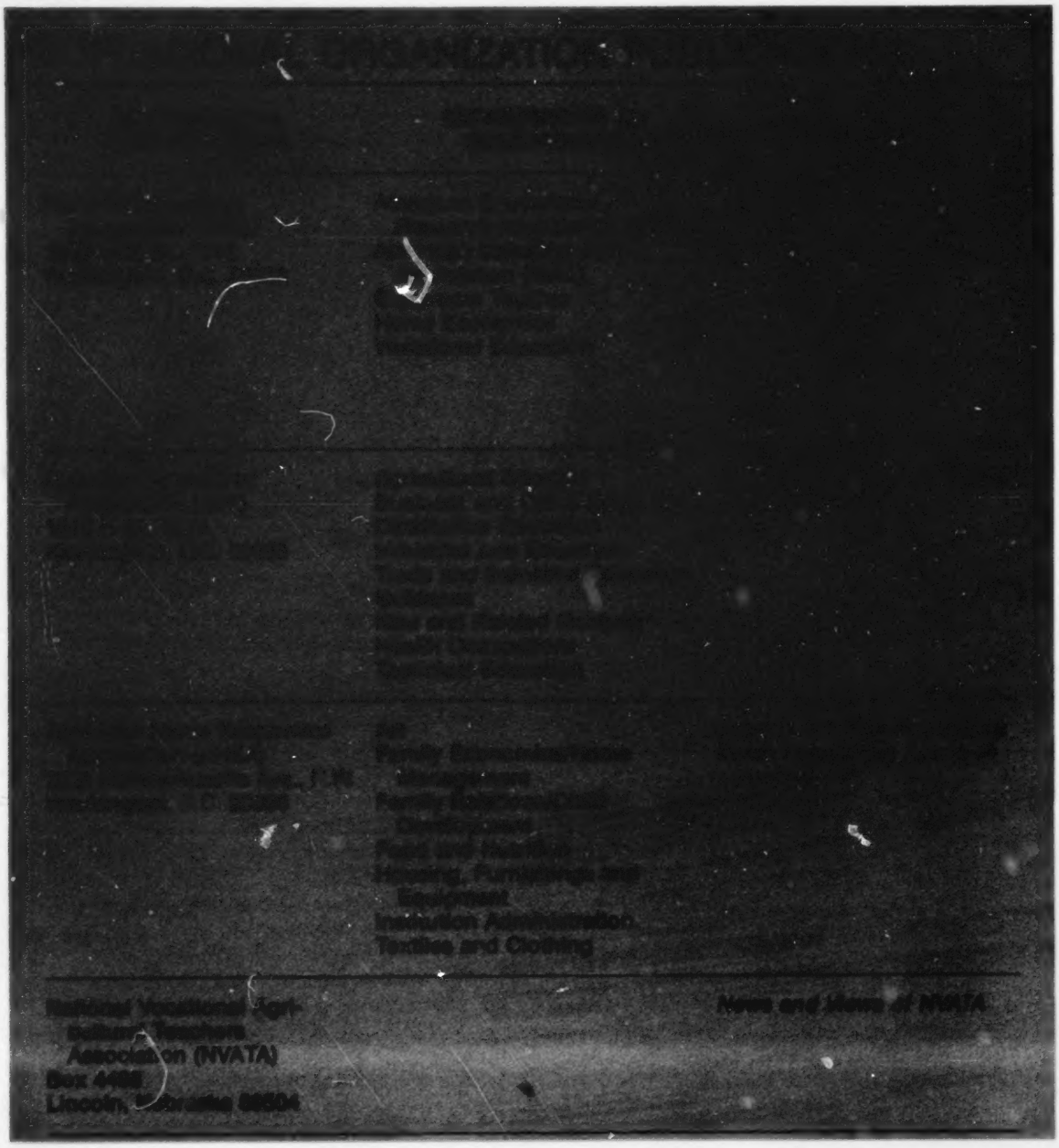
- follow Congressional educational legislation
- conduct research
- publish materials such as journals, pamphlets, yearbooks, manuals, research reports, handbooks, newsletters, directories
- sponsor conferences and workshops
- provide consultant services
- disseminate public information
- provide public forums for airing varying points of view
- develop curriculum materials

- promote special interest groups
- attempt to unify the profession

Table 1 lists a sampling of professional organizations and their subdivisions and publications. This and subsequent lists are not complete, but they will serve as examples of the kinds of organizations that may be of special interest or concern to vocational educators.

In addition, there are numerous honorary societies which are related to the areas of vocational education. These organizations produce publications and sponsor meetings for the purpose of keeping educators involved and informed. The vocational teacher may be invited to join one of the societies listed in Table 2.

TABLE 1



American Federation of Teachers (AFT) Continental Building 1012 14th St., N.W. Washington, D.C. 20005		*American Teacher Magazine* *Changing Education*
American Personnel and Guidance Association (APGA) 1607 New Hampshire Ave., N.W. Washington, D.C. 20009	National Vocational Guidance Association (NVGA)	*The Personnel and Guidance Journal* *Vocational Guidance Quarterly* *Guidepost* *Measurement and Evaluation in Guidance* *School Counselor* *Counseling and Values*
American School Health Association (ASHA) Kent, Ohio 44240		*Journal of School Health* *Directory of National Organization Concerned With School Health*

TABLE 2

HONORARY SOCIETIES

Education	Kappa Delta Pi	honorary society for men and women in education
	Delta Kappa Gamma	honorary society for women in education
	Phi Delta Kappa	professional, honorary and recognition fraternity for men and women in education
Agricultural Education	Alpha Tau Alpha	honorary agricultural education fraternity
	Alpha Zeta	honorary professional fraternity for all fields of agriculture
Home Economics Education	Phi Upsilon Omicron	professional and honorary fraternity for men and women in home economics
	Omicron Nu	honorary society for men and women in home economics
Industrial Arts Education	Epsilon Pi Tau	honorary fraternity for men and women in industrial arts education
Business Office Education and Distributive Education	Delta Pi Epsilon	professional fraternity for men and women in business and distributive education
Business Office Education	Pi Omega Pi	honorary society for men and women in business education

There are also many organizations in the community which relate to the specialty areas of vocational education (see Table 3). The teacher might wish to join the groups that relate to his/her occupational field in order to keep current with trends, ideas, and technologies in the world outside the school. Membership in these occupational or community organizations will additionally allow for active participation in community affairs, and through this involvement, the vocational teacher can help promote community interest in the vocational program.

The names of the local and state affiliates of some of the organizations listed in this section may vary from state to state. The resourceful teacher should make an effort to seek out community branches of those organizations and associations which will help to achieve the goal of keeping up to date.

A word of caution is needed at this time. As a vocational teacher, you probably have a variety of demands already made upon your time. While it is important that you seek involvement in organizations, you cannot possibly join **all** of those that are available to you. Your membership should be limited only to the few that you have time for and that offer you opportunities to—

- actively participate in challenging and interesting activities
- establish good community relations
- serve in a leadership role
- promote and support educational endeavors
- keep up to date in your specialty area

Additionally, meeting dates should not conflict with teaching responsibilities or other activities, and the financial obligations involved should not exceed your budget.

Your membership choices should not represent limited interests. In other words, you should not limit yourself to membership in organizations that represent only the interests of your particular specialization. For example, if you are a child development specialist, your organization choices should allow you to keep broadly informed on many areas, not just on the area of child development. For example, you might consider belonging to local chapters of AVA and AHEA, as well as to a community group fighting child abuse.

TABLE 3

COMMUNITY ORGANIZATIONS

Agricultural Education	American Farm Bureau Federation National Grange Farmers Educational and Cooperative Union of America
Distributive Education	National Restaurant Association Lions Club International Kiwanis Rotary State Association of Retail Merchants Sales and Marketing Executive Association
Health Occupations Education	State Nursing Association Area Health Planning Boards Hospital Administrators Association State Association of Nursing Homes
Home Economics Education	National Restaurant Association Early Childhood Education Council State Electrification Council State Extension Service
Business Office Education	Administrative Management Society National Secretary Association Business and Professional Women's Association
Trade and Industrial Education	Association of General Contractors of America American Welding Society Industrial Services Association, Inc. American Technology Society

Reading Journals and Other Publications

Reading can provide you with current educational and occupational information. The standard texts used during teacher training will serve well up to a point. However, it is only through reading **current** texts that you can keep up with changes that occur in the field. New texts are regularly reviewed in most educational and occupational journals. Journals, by virtue of their periodic nature, are an ideal way of keeping up to date.

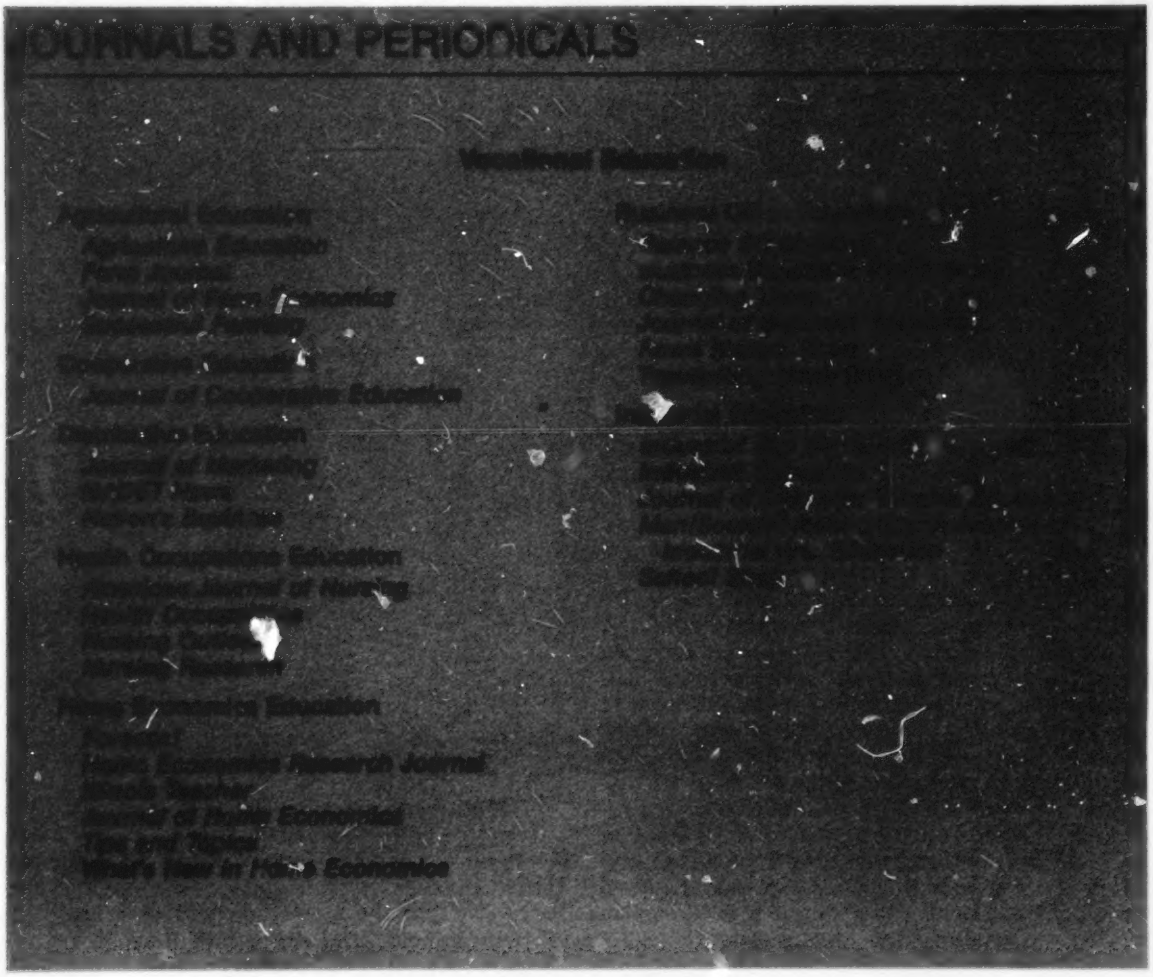
In the previous discussion on professional organizations, journals were listed in the occupational specialty areas, and mention was made of the fact that these organizations also publish many other kinds of informational documents. Access to these publications generally comes with membership. In addition, a teacher wishing to keep up to date should select and subscribe to other key

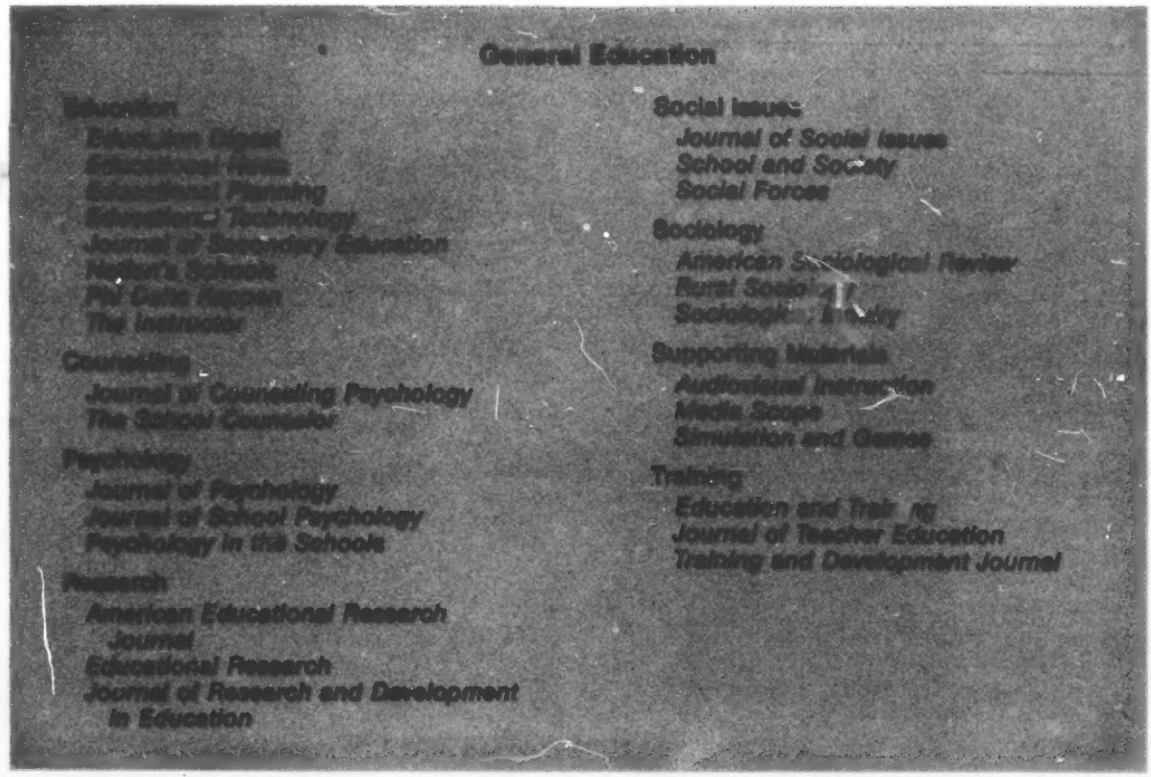
journals (e.g., education journals, research journals, subject-area journals, occupational journals, media journals), and read them regularly.

The value in journals does not lie only in the articles they contain. Advertisements in these journals reveal the latest in equipment, supplies, and texts. There is information on upcoming conventions, exhibits, trade shows, seminars, or educational programs. Some journals supply information on contests which would be of interest to vocational teachers and students.

A partial list of journals and publications related to the needs and interests of vocational educators is given in Table 4. There are many other available publications, and it is suggested that you check the libraries to examine copies before subscribing to any. It may also be possible for you to share and exchange professional publications with your peers on a regular basis.

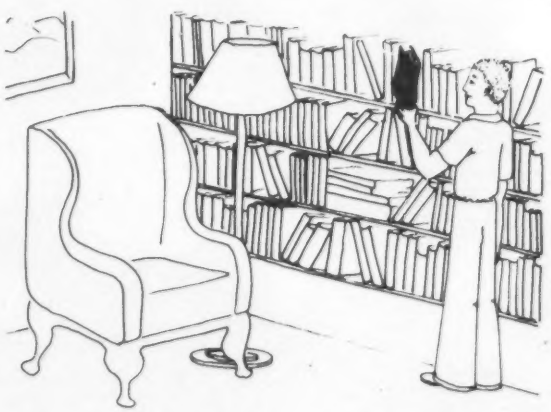
TABLE 4





In addition to the journals and publications already mentioned, state and federal agencies offer many free or low cost publications such as guides, pamphlets, and bulletins. These are written on specific subject areas and should be of interest to vocational educators.

You will be acquiring many types of publications as you locate and subscribe to materials which keep you informed. These resources should be saved and be quickly available for your use. You might need to refer to them for review or for discussion when a specific question arises. You also may have skipped an article when reading a new publication because it had no immediate relevance to you. Later you may have a need for that information and wish to locate the particular publication. For these reasons, you should be building an organized **professional library** of books and journals in education and in your occupational specialty. You will find your library to be an excellent source for reference and study, and a useful method for keeping up to date.



Should a specific question arise which you wish to pursue, and should your personal library fail to yield an answer, the school, public, or university library can help provide you with current information. Texts can be located through the card catalogue; periodicals can be located through *Education Index*.

You should also know about two other sources: ERIC[1] and *Dissertation Abstracts*. The ERIC Clearinghouse on Career Education at The Ohio State University, Columbus, Ohio acquires, selects, and processes documents (published and/or unpublished), speeches, journal articles, and other information or instructional materials. These are placed on microfiche and assigned a number (e.g., ED 017 612) by the national information system. Information on, and abstracts of, each document in this system are available via several sources.

- *Resources in Vocational Education* (RIVE), a bimonthly publication, provides indexes to, and summaries (abstracts) of, a variety of instructional and research materials intended primarily for use by vocational educators.
- *Resources in Education* (RIE) provides indexes to, and abstracts of, approximately 1,000 documents sent to Central ERIC monthly by all 18 ERIC Clearinghouses.
- *Current Index to Journals in Education* (CIJE) is a monthly publication presenting detailed indexes to articles from over 500 education-related journals.
- Computer tapes are available that permit rapid, accurate searching of the entire ERIC collection. ERIC tapes contain résumés of documents in RIE, and articles in CIJE.

Dissertation Abstracts are volumes containing résumés of research studies written as theses or dissertations. The abstracts give information as to where the microfilm for each study can be obtained.

One final note: As a teacher interested in keeping up to date via reading, you have one other task. Not only should you build your own personal library and utilize your local libraries, but you also should encourage school officials to build a professional library of books and periodicals for faculty use.

Attending Conferences and Conventions

Conferences and conventions, generally sponsored by professional associations at all levels, in all areas, offer a wealth of opportunities for learning. There are lecturers from educational fields and from industry or business speaking on topics which can be of special interest to teachers. There are discussion groups on selected topics which are led by persons with expertise relative to the subject. There are "How To" clinics, such as "How to Involve Community Resources," led by specialists in the area.

There are numerous exhibitors from the world of business and of industry such as (1) textbook publishers, (2) audiovisual companies, (3) equipment and furniture companies, and (4) companies with related career opportunities for students in the vocational area(s) covered by the convention. These exhibitors may have displays or demonstrations; they may sponsor youth contests.

Many times a conference may include a training session or a short course. A conference sponsored by a professional association often will include an association business meeting. Finally, not only is there a great deal of planned activity available to bring you up to date, but the informal interaction between you and the other participants can also be a rich learning experience.

Attending Lectures and Presentations

Groups in many communities offer opportunities for general public attendance at certain lectures and presentations. Topics relative to education or to your occupational specialty might be presented by branches of federal agencies, such as your county Cooperative Extension Service; chapters of national groups, such as the National Organization of Women; or by community groups, such as the chamber of commerce. You should plan to attend events of particular interest to you when you hear them being advertised, or when you read about them in newspapers or leaflets.

A college or university in your community will often sponsor general admission lectures which are presented by field experts. Many of these relate to education and to new techniques or innovations. There are many nationally organized lecture tours which plan and organize a series of speakers, such as writers or educators, to present topics in communities across the country. These topics are usually presented in local auditoriums, and for

1. A module designed to instruct potential users on how to efficiently and effectively utilize the ERIC system is available from The Center for Vocational Education, The Ohio State University, Columbus. This package is entitled *ERIC Instructional Package for Vocational Educators.*

a small charge, you may attend and learn many new skills or techniques.

Often, groups such as the Business and Professional Women's Association, Kiwanis Club, or the state nursing association offer presentations which are not open to the public. You might wish to attend a specific presentation as the guest of someone who belongs to that organization.

Visiting Other Interested Professionals Outside the School

Visiting with other educators or with persons functioning in the real world of work can be a very rewarding method of staying current in the field. The possibilities are endless. You could visit (1) a business or industry which is using new techniques, equipment, or materials; (2) other schools; (3) experts; or (4) skilled workers. Exchanging ideas with persons with interests similar to yours, but whose expertise or experience in a particular area exceeds yours, can be an extremely productive learning device.

The Vocational Education Amendments of 1976 permit the use of grants to the states to provide for exchange of vocational education teachers with skilled workers in business, industry, and agriculture. Cooperative programs may be operated with periods of teaching in schools alternated with experience in commercial, industrial, or other public or private employment.

Your participation in exchange programs is an excellent method for keeping up to date in your occupational specialty. Should you participate in such a program, you would continue to receive your regular salary and benefits so as to preserve your employment and retirement status.

Working with Other Interested Professionals Inside the School

One tends to think in terms of going "outside" to get help or up-to-date information. It's relatively easy to forget that good human resources exist within one's own organization. Meeting formally and informally to discuss issues or problems with other teachers in your area or in other areas, with administrators and supervisors, and with members of your advisory committee can aid you in keeping up to date.

Furthermore, participating with co-workers during inservice training sessions can be a key technique for updating your effectiveness as a teacher. The possibilities for inservice training are numerous. You can have a demonstration of a new technique or product. You can bring in an expert to speak. You can tap the chamber of commerce for speakers and seminars. You can run workshops or study groups where teachers use problem-solving techniques to plan new programs, examine present programs, develop a philosophy or objectives, or prepare instructional materials.

Participating in these activities can help keep your mind active and open. It may reveal areas where you need more information and you can make plans to get that information. The more involved you are, the more accountable you feel, and the more accountable you feel, the more apt you are to be motivated to probe new learning possibilities.

Further Education or Training

During vacations, via a leave of absence or sabbatical, or via the provisions in the 1976 Amendments, you can bring yourself up to date by participating in some form of further education. A nearby university may offer a course in an area in which you need further training. Or, you may wish to pursue a higher degree at a college or university. Some universities will initiate a special course if enough teachers in a geographic area wish to take it. There are also summer study tours.

Many post-secondary schools and some secondary schools conduct staff development programs for their own staff members. You may be asked to pursue additional modules in this series of 100 modules developed by The Center as you participate in a staff development program.

Industries operate special training schools. You may also consider working in an industry or business related to your area during a vacation. This can be a good way to obtain further education and new information on the latest skill techniques.

Individualized study programs are also available from many publishing houses. Programs that are available in your field or in the field of education can help you learn new skills, and many of the programs will provide opportunities for you to practice or apply new learnings in a classroom setting.

Media

Careful selection of radio and television programs and frequent reading of the newspaper can increase your knowledge of current developments in your field and in education. The newspaper classified section provides valuable information pertaining to local labor market needs, and many articles in daily papers report news that relates to the various service areas. The Sunday paper in most metropolitan areas is full of news and feature items that can keep you informed about events related to your occupational area.

For example, a major corporation announces the location of an assembly plant in your city; federal legislation has been passed that affects workers in your occupational area; there are photos and plans of a residence that has won an award for architectural excellence; a feature article discusses new findings on health hazards of chemicals used in your occupation; or a government report is issued in which child abuse is described. Any of scores of news stories in the paper may be of direct interest to you as you strive to keep informed about things that concern your vocational teaching.

Listening to the radio can also be advantageous because the programs are local, and many of them offer information of interest to vocational educators. For example, a daily farm report on a local radio station is geared to the needs of the people in the geographic area around that station.

The importance of television should not be underestimated. Educational television stations are committed to airing programs of public interest and concern. The programs offered by these stations are informative, and many of them deal specifically with education, or with concerns of interest to persons in the fields of business and industry.

Commercial television stations air many early morning programs dealing with topics of interest to people in such fields as agriculture, home economics, and business; and evening specials often highlight educational or occupational concerns.

You should also check your local television guide for information on the topics discussed on such programs as the *Today Show*, *60 Minutes*, and talk shows. Experts from a variety of areas related to vocational education often appear on talk shows for group discussions, and *60 Minutes* is noted for its in-depth coverage of industrial and business problems.

Besides increasing your knowledge, television can be used as an effective learning aid for your students. You can use it to supplement student learning and ask students to view certain programs that reinforce classroom instruction.

Skimming a *TV Guide* yielded numerous programs of potential interest to vocational educators, as shown in Table 5.

If you take full advantage of the eight resources—professional organizations; journals, books and other publications; conferences and conventions; lectures and presentations; interested professionals outside the school; interested professionals inside the school; further education and training; and media—using a planned and organized approach, you will find a wealth of information that will enable you to keep up to date and grow professionally.

TABLE 5

RELATED TELEVISION PROGRAMMING

Education	*School Without Walls*	documentary of experimental education
	Human Relations and School Discipline	
	Teaching Children to Read	
	Sunrise Semester	discussion of the diagnostic teaching of reading
Agricultural Education	*Ag-USA*	visit to a cattle-feeding complex in California
	US Farm Report	discussion of Hawaiian sugar industry and shipping delays caused by the breaking of the Mississippi River Dam
	Wrath of Grapes	film about United Farm Workers Union
	Crockett's Victory Garden	information on planting and transplanting raspberries and strawberries
Business Office Education	*Wall Street Week*	
Distributive Education	*Principles of Real Estate*	
Health Education	*Consumer Survival Kit*	detection and treatment of hearing problems
	Call the Doctor	pediatrics and heart disease discussions
	Contact	discussion of handicapped children
	Phil Donahue	pediatrician discussing hyperactive children
Home Economics Education	*What's Cooking*	preparation of low calorie foods
	Bit with Knit	knitting instruction
	Viewpoint of Nutrition	
	Dinah	fashion show presentation
Industrial Education	*I'm a Trucker*	discussion on company regulations, pay, working conditions, legal restrictions
Careers	*Your Job, Your Future*	information on how to prepare a vita, interview for a job.

The following Personal Inventory is comprised of questions and statements which ask you to identify your current position in terms of keeping up to date. Based on your experience prior to starting this module, circle the appropriate response and list information accordingly.

PERSONAL INVENTORY

1. Are you presently a member of any professional educational or occupational associations? YES NO

   List those professional associations to which you belong.

2. Do you presently subscribe to any educational or occupational journal? YES NO

   List those educational or occupational journals to which you subscribe.

3. Do you presently have a personal professional library? YES NO

   List four books, other than required texts, which are a part of your personal professional library.

4. Have you ever visited a business, industry, school expert, skilled worker, etc., specifically to increase your skills or knowledge? YES NO

   Briefly describe a sample of those visits.

5. Have you ever attended an educational conference or convention? YES NO

   Briefly describe a sample of the educational conferences or conventions you have attended.

6. Have you ever attended an education- or occupation-related lecture or presentation? YES NO

   Briefly describe a sample of the ones you have attended.

7. Do you meet with your peers informally to discuss educational or occupational issues or problems? YES NO

   Give an example of this informal interaction.

8. Excluding the program through which you are taking this module, have you ever taken advantage of further education in the form of short courses, training sessions, etc? YES NO

   Briefly describe a sample of these educational pursuits.

9. Have you ever listened to radio programs related to your professional or occupational area? YES NO

Briefly describe a sample of these radio programs.

_____

_____

_____

_____

10. Have you ever viewed T.V. programs related to your professional or occupational area? YES NO

Briefly describe a sample of these T.V. programs.

_____

_____

_____

_____

11. Can you think of any activity in which you have participated which you feel would help you to keep up to date, but which was not included above? YES NO

Briefly describe that activity.

_____

_____

_____

_____

_____

You may wish to meet with 1–3 peers who are also taking this module. In this meeting, you could identify available journals and publications; important professional, community, or civic organizations; local experts in education in your occupational specialty; and other methods of keeping professionally up to date. You may also wish to generate a list of important questions that will help you interview teachers who are experienced in keeping up to date and who can help you determine effective ways of keeping up to date.

The following items check your comprehension of the material in the information sheet, Keeping Up to Date in Your Profession and in Your Occupational Specialty, pp. 6–16. It also asks you to evaluate your current position in keeping up to date based upon your responses in the Personal Inventory, pp. 17–19. Each of the five items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Identify at least seven different general techniques of keeping up to date in your profession or in your occupational specialty.

2. Within your own community, identify at least ten specific sources of information, organizations, lectures, television or radio programs, etc., that can help you keep up to date in your area or in education.

3. What reasons should support your decision to join a certain organization?

4. Based upon your responses to the questions and statements in the Personal Inventory, identify your strengths and weaknesses in terms of keeping up to date in your profession and in your occupational specialty.

5. Develop a plan of action for improvement in each of the areas in which you are weak.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Depending on your community and your occupational specialty, you may choose from a wide variety of techniques for keeping up to date. You may have membership in professional organizations such as AVA or NADET, receive their journals or publications, and attend annual conventions. You might also support their efforts to conduct research, lobby for educational legislation, or develop learning materials.

   In college, you might have joined an honorary society relating to your particular field or to education, or you may have been asked to join a professional honorary society at a later time. Depending upon your occupational specialty, you may have identified additional organizations in the community such as the American Welding Society, Auto Club, or Farm Bureau, and joined the few that will be most helpful in keeping you current in skills and technologies.

   Many journals, books, and publications are available to you for reading. Either through subscription or store purchase, you should be acquiring current literature on education and your specialty area, and organizing the material into a personal professional library. Additional learning may come from your school professional library, a public library, or exchanging with and borrowing from other teachers.

   You should also attend educational or occupational conferences, conventions, lectures, and presentations which provide you with an opportunity to learn and discuss new ideas with other educators and professionals. Ways of keeping up to date can also be supplemented by reading the newspaper and noting articles of particular educational significance.

   Television and radio are often good learning sources when programs relating to your field are aired. Additionally, you should be visiting and exchanging ideas with professionals both in and outside the school. Finally, of vital importance to your professional growth is continual education in the form of college courses, individualized study programs, working in industry or business, or attendance at special training schools.

2. Your answer to this question depends on your particular occupational specialty and your community. However, you should have identified 10 specific opportunities for keeping up to date that are available to you. For example, if you are in agriculture, you might be able to—
   - join an historical society or your state farm bureau
   - attend a university lecture on soil conservation
   - seek membership in Alpha Zeta fraternity
   - join the American Vocational Association
   - subscribe to *Agriculture Education* and *Educational Planning*
   - visit with an area farmer and discuss a new technique he/she has perfected
   - organize a workshop for agriculture teachers in your school district
   - invite a member of the state department of agriculture to help you develop materials for a new unit on "Laws and Regulations Affecting the Agricultural Industry"
   - take a college course
3. You should carefully choose the organizations that you want to join. While membership can be potentially rewarding, it will not be, for you, if you are too busy to participate in activities. Research the organizations in your community before you make a decision to join. Then, select only the ones that can be most rewarding to you and that you can actively participate in. The goals and objectives of the organization should also relate to your own professional interests and should provide you with opportunities to serve in a leadership role, participate in challenging and interesting activities, and learn new skills that can be applied in your classroom.

   Membership fees and other financial obligations associated with organizations do vary, so be sure you can comfortably afford to be a member. Also consider any previous time commitments which might conflict with scheduled meeting dates. Do not limit yourself to organizations that serve similar functions. Be sure the opportunities offered by your organiza-

tional choices will keep you informed on many different educational and professional areas.

4. You should have been able to identify at least one specialty area activity and one educational activity for each question in the Personal Inventory. If you have not been able to do so, you probably are deficient in that area and need to research possibilities for gaining knowledge. Notice whether your interests and activities keep you broadly informed on many educational and occupational areas, or if they are narrowed into a small area. You need to keep informed on many topics and should use a well-balanced variety of methods to get this information.
5. Your plan of action should allow you to correct each area that you are deficient in, and should provide you with a means to get information on a variety of topics using each of the techniques. For example, your plan of action for the first four questions in the Personal Inventory might include the following.

- You might call your state department of education or the board of education, or talk with specific teachers in your school and identify professional educational and occupational associations in your area. You might call these organizations and seek information on meeting dates, goals and objectives, activities, etc.
- You might review journals in the school or public library, or borrow some from another teacher, and choose to subscribe to those that are particularly relevant to you. Your decisions would include journals from education and from your specialty area.
- You might set aside a place in your home or office to serve as a professional library and begin collecting current books and journals.
- You might identify a business or industry in your area that is using a new technique and make plans to visit it and gain information. You might also make plans to visit a member of the state department of education and discuss the current educational trends in your state.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Keeping Up to Date in Your Profession and in Your Occupational Specialty, pp. 6–16, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Below are listed ten techniques for keeping up to date in your profession and in your occupational specialty. You will identify resources in your geographic area and use **each** technique to obtain information to reinforce your current practices, and to learn about new ideas, products, or other innovations that pertain to your profession or occupational specialty. If you have used any of the ten techniques recently enough to fill out a log sheet on the activity and the innovations you encountered, you need not repeat the activity. Simply log the previous experience you had. If you cannot complete activity 3 or 4 below, because of the limitations of your geographic area or for some other reason, document your reasons and go on to the next activity.

1. Identify an **individual in your professional area** with whom you wish to visit for the purpose of obtaining information. Choose an individual with whom you may learn and discuss such things as new **teaching methods, philosophies,** or **changes in the educational system.** Arrange a visit and obtain the information you are seeking.
2. Identify an **individual in your occupational area** with whom you wish to visit for the purpose of obtaining information. Choose an individual with whom you may learn and discuss such things as new **skills, technologies,** or **innovations.** Arrange a visit and obtain the information you are seeking.
3. Identify a local **demonstration, workshop, conference, lecture, training session,** or similar activity which you would be interested in attending. You might wish to attend an American Federation of Teachers convention, a workshop organized by an occupational association, or a training session sponsored by your school board. Attend and actively participate in the activity. Obtain information that is relevant to you.
4. As an observer, attend at least one meeting of a **professional association** such as a local, district, or state vocational association meeting. Obtain literature if it is available and identify important information.
5. Identify a recently published **book** in your professional or occupational area. Skim the introductory and summary chapters and identify any ideas or knowledge that is new to you.
6. Identify three different educational or occupational **journals** and thoroughly read the most recent issue of each journal.
7. Arrange for a visit to a **school** in your geographic area. Choose a school that offers you an opportunity to learn about things such as innovative methods for teaching skills, unusual course offerings, or specialized and unique laboratory equipment. Obtain the information you are seeking.
8. Arrange to visit a **business** or **industry** in your occupational area. Plan to use this time to acquaint yourself with new technologies, developments, products, labor conditions, etc. Obtain the information you are seeking.
9. Identify and view a **television program** related to your professional or occupational area.
10. Identify and listen to a **radio program** related to your professional or occupational area.

These techniques are written as exercises. They need not be treated as if each were isolated. With a bit of creativity you can combine several techniques. For example, you could make a visit to identify current ideas or products and then locate further information in books, journals, pamphlets, etc. Or, you could locate new ideas in books and journals and then visit a person or place to acquire more information. Or, you could visit a business to see a new product (#8) and at the same time visit a person in that business (#2), thus combining the two items in a single venture.

It is not likely that you will get very far if you begin a visit by saying, "What's new?" Have some sort of directional questions prepared in advance (e.g., "What three educational innovations or practices have you been successful in using within the last year?" or "I understand you have been working with a special concern. Could you explain its advantages and disadvantages to me?")

Using the following Sample Log Sheet as a guide, keep a log to record each of the ten experiences. You do not need to record every new idea or product you encounter as you read and visit. Select the key point(s) from each experience which was of special interest to you and log it. Finally, describe briefly how this information could be applied to your teaching, at the present, or in the future.

SAMPLE LOG SHEET

SOURCE: *Nation's Schools*, 91(1), January 1973

DATE SOURCE WAS TAPPED: November 6, 1973

KEY INFORMATION OBTAINED: Read an article on "Cross-Age Tutoring: How to Make it Work" by Jane S. Shaw. The article discusses two types of cross-age tutoring, one developed by the Lippitts, and one exemplified by the work of Ebersole and of Harrison. Examples of schools where older children tutor younger children were given. I knew about tutoring, sort of, but what I didn't know before reading this article was that it is the TUTORS who make the most progress, both in learning and in behavior.

IMPLICATIONS FOR MY CLASSROOM OR LABORATORY: It would seem that my students could learn a great deal by being involved in some kind of career awareness project for younger children. If my students were to prepare a unit which would introduce their vocational service area to younger children, it should help my students to solidify their own position. **Explaining** what they do to others could force them to understand better the things they do.

After you have logged the ten experiences, arrange to have your resource person review and evaluate your record of your experiences. Give him/her the Checklist to Evaluate Teacher's Log, pp. 29–30, to use in evaluating your work.

NOTES

CHECKLIST TO EVALUATE TEACHER'S LOG

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully. If an item was not applicable, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	N/A	Yes	No
The teacher's log showed evidence that information was obtained from each of the following sources:			
1. visiting an individual in a related professional area	☐		☐
2. visiting an individual in a related occupational area	☐		☐
3. attending a local demonstration, workshop, conference, training session, etc.	☐		☐
4. observing a meeting of a local professional association	☐		☐
5. skimming material in a newly published book related to the professional or occupational area	☐		☐
6. reading the most recent issues of three different educational or occupational journals	☐		☐
7. visiting a school in the geographic area	☐		☐
8. visiting a business or industry in a related occupational area	☐		☐
9. viewing a television show on a related professional or occupational area	☐		☐
10. listening to a radio program on a related professional or occupational area	☐		☐
The teacher was able to identify how the information obtained from each of the following sources could be used in the classroom:			
11. visiting an individual in a related professional area	☐		☐
12. visiting an individual in a related occupational area	☐		☐
13. attending a local demonstration, workshop, conference, training session, etc.	☐		☐
14. observing a meeting of a local professional association	☐		☐
15. skimming material in a newly published book in a related professional or occupational area	☐		☐
16. reading the most recent issues of three different educational or occupational journals	☐		☐

	N/A	Yes	No
17. visiting a school in his/her geographic area	☐		☐
18. visiting a business or industry in a related occupational area	☐		☐
19. viewing a television show on a related professional or occupational area	☐		☐
20. listening to a radio program on a related professional or occupational area	☐		☐

LEVEL OF PERFORMANCE: All items must receive N/A, or YES responses. If any item receives a NO response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience III

FINAL EXPERIENCE

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Keep Up to Date Professionally (I–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher's log included evidence that the teacher:						
1. had joined at least one professional association	☐	☐	☐	☐		
2. had obtained information from this association regarding its publications and services	☐	☐	☐	☐		
3. made use of this information in locating additional professional information	☐	☐	☐	☐		
4. subscribed to at least one journal	☐	☐	☐	☐		
5. made arrangements to have access to three to five professional/occupational journals	☐	☐	☐	☐		
6. showed evidence of having read these journals regularly	☐	☐	☐	☐		
7. made use of information contained in these journals for his/her professional/occupational development	☐	☐	☐	☐		
8. made an effort to read recent publications (other than journals) which related to the course objectives	☐	☐	☐	☐		
9. made use of the information contained in these publications	☐	☐	☐	☐		
10. arranged to attend conventions, meetings, workshops, and/or conferences held during the six-week period ..	☐	☐	☐	☐		
11. made use of the information that was obtained at these conventions	☐	☐	☐	☐		
12. visited professional/occupational persons in related areas outside the school	☐	☐	☐	☐		
13. made use of the information that was obtained during these visits	☐	☐	☐	☐		
14. worked with other professional/occupational persons inside the school	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
15. made use of the information obtained as a result of these interactions	☐	☐	☐	☐		
16. participated in some form of continuing education or training	☐	☐	☐	☐		
17. made use of the skill or knowledge obtained as a result of this education or training	☐	☐	☐	☐		
18. located and viewed/listened to media to keep up to date	☐	☐	☐	☐		
19. made use of the information that was obtained through the media	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

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